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The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 3A

Module 3

Experience Québec

Alberta Education

Grade 5 Social Studies
Module 3: Experience Québec
Home Instructor's Guide and Assignment Booklet 3A
ISBN 978-0-7741-2938-1

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Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

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- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

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Module 3: Experience Québec

Overview

In this module the student will explore the province of Québec with Colette Charpentier and her hosts Madame Daly, Monsieur Duval, and their children Bruno and Denise.

The student will come to understand and appreciate the ways of life in New France by studying the habitants and the fur traders. The student will also explore Aboriginal cultures and history, severe weather in Québec, and how Québecers were affected by the economic booms and crashes of the twentieth century.

Assessment

This is how the marks for Module 3 are distributed:

Assignment Booklet 3A	
Chapter 2 Assignment	19 marks
Chapter 3 Assignment	21 marks
Chapter 4 Assignment	10 marks
Chapter 5 Assignment	20 marks
Chapter 7 Assignment	15 marks
Total	85 marks
Assignment Booklet 3B	
Chapter 8 Assignment	16 marks
Chapter 9 Assignment	18 marks
Chapter 10 Assignment	8 marks
Chapter 11 Assignment	12 marks
Chapter 12 Assignment	12 marks
Chapter 13 Assignment	10 marks
Chapter 15 Assignment	14 marks
Total	90 marks

Field Trips and Speakers

The following are suggested field trips for Module 3:

- a visit to various towns with a francophone heritage, such as Bonnyville, Morinville, and St. Paul
- a visit to a community with a Métis heritage, such as Lesser Slave Lake, Lac La Biche, Cold Lake, and Lac Ste. Anne (Lac Ste. Anne is known for the annual July pilgrimage that draws Aboriginal and Métis peoples from across Canada.)
- a museum with information about the fur trade (The Royal Albert Museum in Edmonton or the Glenbow Museum in Calgary would be good choices.)
- a trading post or fort such as Fort Edmonton

Arrange for guest speakers such as the following:

- geographers or others with knowledge about the geography, industries, or history of Québec
- someone you know who is from Québec or has recently visited there to share photographs and recollections

Supplemental Reading

Gather factual books about Québec, past and present. Also check for general books that contain information about Québec. The following are books that might supplement the topics covered in Module 3.

- *All About . . . Provinces and Territories: Quebec*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Capital Cities: Quebec City*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Famous Canadians from Quebec*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Canadian Geographic Regions: The Appalachian Highland*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Canadian Geographic Regions: The Lowlands*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Canadian Geographic Regions: The Canadian Shield*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *Quebec (Hello Canada)*, by Janice Hamilton, Fitzhenry and Whiteside Ltd., 2003.
- *Canada in the 21st Century, Quebec*, by Suzanne LeVert, Chelsea House, 2001.
- *Beginnings: From the First Nations to the Great Migration*, by Marshall Jamieson, Reidmore Books, 1996.
- *Early Canada*, by Emily Odynak, Weigl Educational Association, Rev. edition, 1988.
- *The Dawn of Canada*, by Douglas Baldwin, Weigl Educational Association, 2003.
- *Our Country, Canada*, by Mary Cairo and Luci Soncin, Duval House Publishing, 2001.
- *The Canadians*, by Andrew H. Malcolm, St. Martin's Griffin, third edition, 1991.
- *Canada: Its Land and People*, by Don Massey and Patricia N. Shields, Reidmore Books, 1995.
- *St. Lawrence Seaway*, by Ann Armbruster, Children's Press, 1997.
- *Life in New France*, by Jennifer Blizin Gillis, Heinmann/Raintree, 2003.
- *New France and the Fur Trade*, by Douglas Baldwin, Weigl, 2003.
- *Canadian Connections*, by Kathryn E. Galvin, Reidmore Books, 1991.
- *A Quebec Experience*, by Kathryn E. Galvin, Arnold Publishing, 1991.
- *Life in New France*, by Rosemary Neering and Stan Garrod, Fitzhenry and Whiteside, 1976.
- *Revolution, War, and the Loyalists*, by Douglas Baldwin, Weigl, 2003.
- *Life of the Loyalists*, by Rosemary Neering and Stan Garrod, Fitzhenry and Whiteside, 1995.

- *Canadian Sites and Symbols: Quebec*, by Rennay Craats, Weigl, 2004.
- *A Kid's Reference Guide to Quebec City: City of History*, by Robb Johnstone, Weigl, 2001.
- *Montreal*, by Stillman D. Rogers, Children's Press, 2000.
- *The King's Daughter*, by Suzanne Martel, Groundwood Books, 1998.
- *Alone in an Untamed Land: The Filles du Roi Diary of Helene St. Onge*, by Maxine Trottier, Scholastic Books, 2003.
- *Fur Trade Wars*, by J.M. Bumsted, Great Plains Publications, 2003.
- *Fur Traders*, by Robert Livesey, Fitzhenry and Whiteside, 1989.

Additional Materials

The following audio-visual resources would be helpful for this module:

- general videos
  - *Nanoonse Anishinabe Ishichekewin Ka Kanawentank*, Jerry Krepake, NFB
  - *Cod for Dinner*, NFB
  - *The Fiddlers of James Bay*, Bob Rogers, NFB
  - *Legend and Language*, Marcy Page, David Verrall, Barrie McLean, NFB (1997)
  - *The Sweater*, NFB
- videos about the land
  - *Canada Vignettes: June in Povungnituk-Quebec Arctic*, NFB (1980)
  - *The Canadian Shield: Saguenay Region*, René Jodain, NFB
  - *A Day in Forillon*, Roger Frappier, NFB
  - *La Mauricie National Park*, Franco Battista, NFB
  - *The Last Log Drive*, Polly Bennell, NFB (1985)
  - *The Mingan Archipelago*, Claude Bélisle, NFB (1985)
  - *Snow Goose*, Hallmark and BBC
- about early history
  - *Explorers of Canada*, a compilation of films, NFB (1995)
  - *Dreams of a Land*, Eunice Macaulay, NFB (1987)
  - *Colonial Canada*, NFB (1995)
  - *Rendezvous Canada, 1660*, William Brind, NFB (1988)

- videos about First Nations
  - *First Nations, The Circle Unbroken*, videos 1–4, NFB (1993)
  - *Canada Vignettes: Cree Hunters*, Dorothy Courtois, NFB (1979)
  - *Kanata: Legacy of the Children of Aataentsic*, Jacques Ménard, Jacques Vallée, NFB (1999)
  - *My Village in Nunavik*, Bobby Kenuajuak, NFB (1999)

- videos about the fur trade
  - *Age of the Rivers*, Mark Zannis, NFB (1986)
  - *Canada Vignettes: About Voyageurs*, NFB (1996)
  - *Canada Vignettes: Trading Post*, NFB (1996)
  - *Indian Middlemen—Natives in the Fur Trade*, Joe MacDonald and Keith Packwood, NFB (1990)
  - *Coureurs de Bois: New France and the Fur Trade*, Joe MacDonald and Keith Packwood, NFB (1990)
  - *Morning in the Northwest: The Voyageur Dynasty*, Les Productions Rivard (2006)
  - *Upper Fort Garry: The End of the Fur Trade*, Keith Packwood, NFB (1990)

- video about the habitants
  - *Canada Vignettes: The Seigneury*, Andy Thomson, NFB (1978)

- videos about the settlement of Canada
  - *Chiefs—The Pontiac Rebellion*, Richard Elson, Arnie Gelbart, NFB (2002)
  - *The Petticoat Expeditions, Part One: Anna Jameson*, Kent Martin, NFB (1997)
  - *The Petticoat Expeditions, Part Two: Frances Hopkins*, Kent Martin, NFB (1997)

Websites

The following websites may contain useful information for Module 3:

- **http://www.bonjourquebec.com**
- **http://www.cgkids.ca/cgkids/**
- **http://www.collectionscanada.ca/explorers/kids**
- **http://collections.ic.gc.ca/**
- **http://www.canadacool.com/**

Chapter Summaries

Chapter 1: A Québec Welcome

Objective

This lesson introduces the student to the character Colette, her host family, and the province of Québec. Colette is billeted with Madame Francoise Daly and her husband Monsieur Romeo Duval, and their children Bruno and Denise Daly-Duval in Québec City.

Instructional Strategies

Have the student read the narrative silently, and then discuss the content of the text together.

Remind the student to answer the questions and correct them using the Suggested Answers at the end of the chapter when the check icon appears.

With the student, go to the Internet and look up websites for Grosse Ile. Review how to conduct a search on the Internet. For example, type *Grosse Ile* in a search engine such as Google or Yahoo, and enter several of the websites that come up. Then skim the text in the websites for the information needed. The student may also go to the Parks Canada website (**http://www.pc.gc.ca**) and click on the link "National Historic Sites of Canada."

To keep track of the websites visited throughout the course, encourage the student to write them down in the Internet Journal.

Have the student explain the reasons for the monuments built on Grosse Ile and why it is a national historic site.

Encourage the student to begin a collection of words. These can include the key words and any other on-topic words the student comes across on websites or in his or her readings. These can be posted on a bulletin board and referred to throughout the course.

Review how to use a scale on a map to measure distances.

Chapter 2: A Very Large Province

Objective

This lesson focuses on the geographic vastness of Québec and Canada.

Instructional Strategies

With the student, look at a map of Canada. Talk about the sizes of the provinces and territories. Ask the student to determine which province and territory is the largest and which is the smallest.

Study the graphs on the Grade 5 Social Studies Multimedia CD 1 together with the student. Explain how to read and interpret them. As the student will be completing a bar graph in Assignment Booklet 3A at the end of the chapter, ensure he or she understands how the graph on the CD works.

Answer the questions the student has prepared about the bar graph from the segment entitled "Canada's Provinces and Territories by Size" on the Grade 5 Social Studies Multimedia CD 1.

Have the student show you France, Germany, and Spain on a map of Europe in the atlas and compare their relative sizes to Quebéc.

Direct the student to Assignment Booklet 3A. Remind the student that he or she must work on it alone. Give assistance only if the student does not understand the wording of the assignment.

Chapter 3: A Tour of the Land

Objective

This lesson focuses on the bodies of water surrounding Québec and introduces Québec's geographic regions.

Instructional Strategies

Have the student show you where the St. Lawrence River is and how it cuts into the southern portion of the province.

The student may need help in calculating the answer to question 4. Give assistance as needed.

Discuss the other provinces that contain the Canadian Shield. Remind the student that he or she learned this in Module 1 and in Grade 4.

The student works in Assignment Booklet 3A. Remind the student to return to the Student Module Booklet after completing the assignment.

Chapter 4: Visiting the Lowlands

Objective

This lesson focuses on the St. Lawrence and Great Lakes Lowlands Region and its natural resources and climate.

Instructional Strategies

With the student, talk about the main similarity between Québec and France: the language spoken (French). Other similarities include the Catholic Church; a similar legal system (Québec civil law is based on the Napoleonic code used in France, unlike the rest of Canada whose laws are based on English common law); Québécois read French books and magazines and watch French movies.

Talk about why there is so much less precipitation in the student's community.

The student works in Assignment Booklet 3A.

Chapter 5: A Province Rich in Resources

Objective

This chapter focuses on Québec's natural resources, how they're used, and the communities and industries they built.

Instructional Strategies

Review the definition of renewable and non-renewable natural resources with the student. (Renewable natural resources do not disappear after being used because more are produced, such as forests; non-renewable natural resources disappear after being used because they cannot be replaced, such as oil and silver).

Talk about the industries that collect raw materials or natural resources to make products to sell: forest industry (paper, furniture); agriculture industry (livestock, crops, cheese and dairy); mining industry (steel, electric cables, building materials).

Have the student show you on the map of Québec the communities listed in the chapter.

Discuss the uses of water: for drinking, washing, cleaning, power (hydro-electricity), irrigation, transportation, recreation.

The student works in Assignment Booklet 3A after completing the chapter.

Chapter 6: About the Appalachian Region

Objective

In this chapter the student learns about the Appalachian Region and its natural resources, industries, and physical features.

Instructional Strategies

Have the student recall what a peninsula is and show you why the Gaspé Peninsula is one.

Have the student show you on the map of Québec the communities listed in the chapter.

Chapter 7: The Boundless Canadian Shield

Objective

In this chapter the student learns about the Canadian Shield and its natural resources, industries, climate, and physical features.

Instructional Strategies

Discuss why there are so few roads in central and northern Québec: it is a remote area covered with thick forest, marshes, and sheer rock. It's very difficult and expensive to build roads.

Have the student show you the Saguenay River and Lac Saint-Jean on the map of Québec.

Discuss the differences in temperatures between Montréal and Kuujjuaq. Talk about why there are such differences. Encourage the student to further compare precipitation in the same communities.

The student works in Assignment Booklet 3A.

ASSIGNMENT BOOKLET 3A

Grade 5 Social Studies
Module 3: Chapters 1–7

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

_____

_____

_____

_____

_____

_____

_____

_____

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Date Submitted:

_____

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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2. All faxing costs are the responsibility of the sender.

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GRADE 5

SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 3A

Module 3

Experience Québec

Alberta Education

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 2 Assignment	19	
Chapter 3 Assignment	21	
Chapter 4 Assignment	10	
Chapter 5 Assignment	20	
Chapter 7 Assignment	15	
	85	

Teacher's Comments

Grade 5 Social Studies
Module 3: Experience Québec
Assignment Booklet 3A

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- Tools4Teachers, **http://www.tools4teachers.ca**

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ASSIGNMENT BOOKLET 3A
GRADE 5 SOCIAL STUDIES: MODULE 3
CHAPTER 2 ASSIGNMENT TO CHAPTER 7 ASSIGNMENT

This Assignment Booklet is worth 85 marks out of the total 175 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

Chapter 2 Assignment: A Very Large Province

19

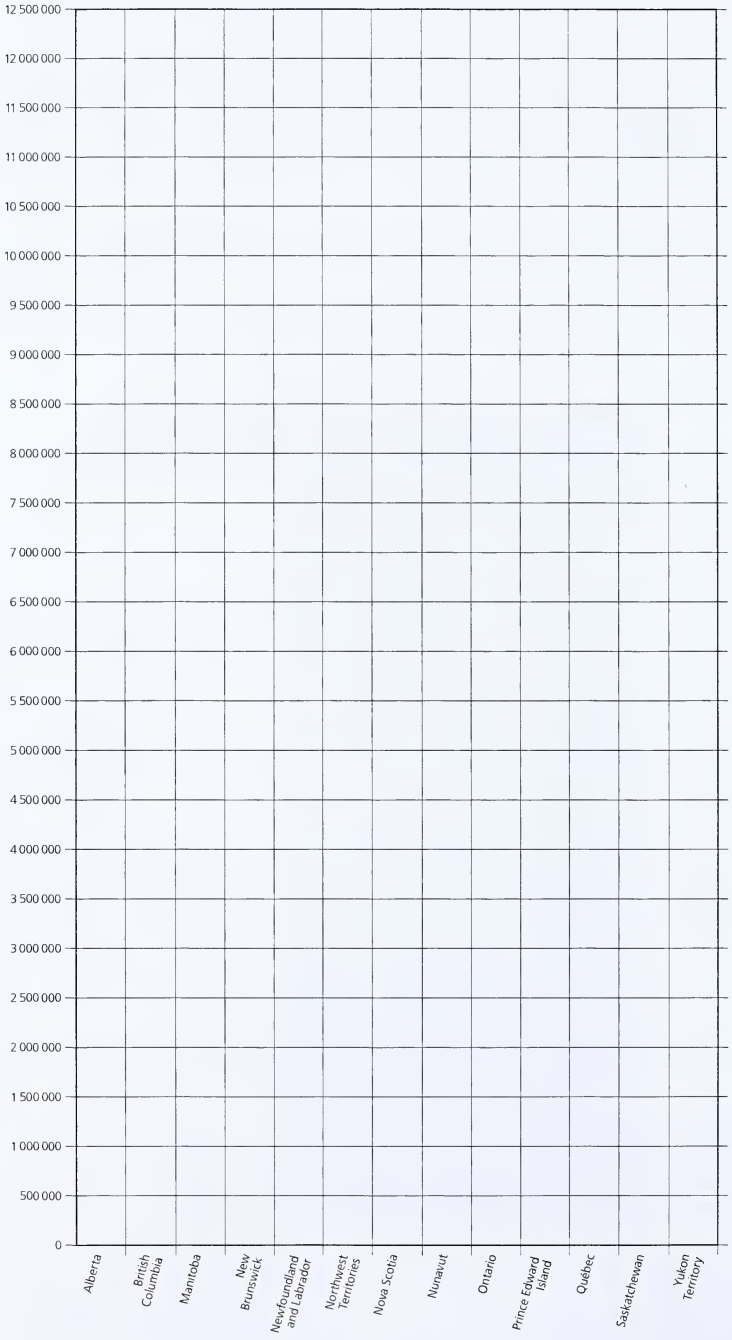
5

1. Fill in the following chart. To find a website that contains the data you need, type *population provinces* in a search engine. You could also look for the information in a book, atlas, or encyclopedia.

Provinces and Territories	Population
Alberta	
British Columbia	
Manitoba	
New Brunswick	
Newfoundland and Labrador	
Northwest Territories	
Nova Scotia	
Nunavut	
Ontario	
Prince Edward Island	
Québec	
Saskatchewan	
Yukon Territory	

(5)

2. Construct a bar graph on the following grid. Use the data you gathered in question 1 about the population of Canada's provinces and territories. Use the bar graph on the Grade 5 Social Studies Multimedia CD 1 segment titled "Canada's Provinces and Territories by Size" as an example.



(1) 3. Which province or territory has the largest population?

_____

(1) 4. Which province or territory has the smallest population?

_____

(1) 5. a. Does the province or territory with the largest area have the largest population?

_____

(2) b. Why do you think that is?

_____

_____

_____

6. Use the data you collected and the bar graph you created about the population of the provinces and territories to write two more questions. Create an answer key for the questions.

(2) a. questions

_____

_____

_____

_____

(2) b. answer key

_____

_____

Turn to Chapter 3 in the Module 3 Student Module Booklet.

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Chapter 3 Assignment: A Tour of the Land

Québec is bordered by large bodies of water, other provinces, and U.S. states. Study the map of Eastern Canada to help you answer the following questions.

ADAPTED FROM MAP RESOURCES

(1) 1. Name the province that borders Québec to the east. _____

(1) 2. Name the province that borders Québec to the west. _____

(1) 3. Does New Brunswick border Québec? _____

(1) 4. New Brunswick is _____ of Québec. Circle the correct answer.

A. northwest
B. southeast
C. southwest
D. northeast

(4) 5. There are four American states that border Québec. Name them.

_____ _____

_____ _____

(2) 6. Name the two bays that border Québec to the northwest.

_____ _____

(2) 7. What two other bodies of water border Québec to the north?

_____ _____

(2) 8. In addition to Québec, two other provinces border the Hudson Bay. Which two are they? Look at your map of Canada to find out.

_____ _____

(1) 9. Which territory borders Hudson Bay? _____

(1) 10. Nunavut is _____ of Québec. Circle the correct answer.

A. northwest
B. southeast
C. southwest
D. northeast

(1) 11. Name the river that originates in Lake Ontario and cuts through southern Québec.

_____

(2) 12. Name two major cities in Québec that are located along this river.

_____ _____

(2)

13. Most of Québec is in the Canadian Shield. Name two other geographic regions found in Québec.

_____ _____

Turn to Chapter 4 in the Module 3 Student Module Booklet.

(10)

Chapter 4 Assignment: Visiting the Lowlands

Write an e-mail for Colette by describing the ice storm of 1998. To learn more about the ice storm of 1998, go to the website at **http://archives.cbc.ca**. Then click on "Extreme Weather" in the left-hand column. Next, select "The Ice Storm of 1998." You will find audio and video clips that describe the ice storm of 1998.

You will need to include the following information in your e-mail:

- where the storm occurred
- when it occurred
- what damage happened to the environment
- what happened to the power
- how people were affected
- what the clean-up involved

Write in full sentences. First, make a draft copy on a separate piece of paper of what you will write. Then edit it, checking spelling, punctuation, and sentence structure.

Finish writing Colette's e-mail to her teacher and classmates in Lyon. Remember to add all the details from your research.

New E-mail Message

Send

Attach

Address

Retrieve

Delete

To: Monsieur St. Georges

Cc:

Subject: Incredible Weather in Québec

Dear Monsieur St. Georges and classmates,

It's hard to believe that I'm in Québec! My host family is very nice. They have a 12-year-old son, Bruno, and an 18-year-old girl named Denise. It's just my second day here, but I'm already touring the province! Madame Daly and I are travelling in the St. Lawrence and Great Lakes Lowlands Region. Madame Daly told me about a terrible storm that occurred here. It's known as the worst storm of the century! I researched it and wanted to tell you all about it.

It was an ice storm, and _____

Turn to Chapter 5 in the Module 3 Student Module Booklet.

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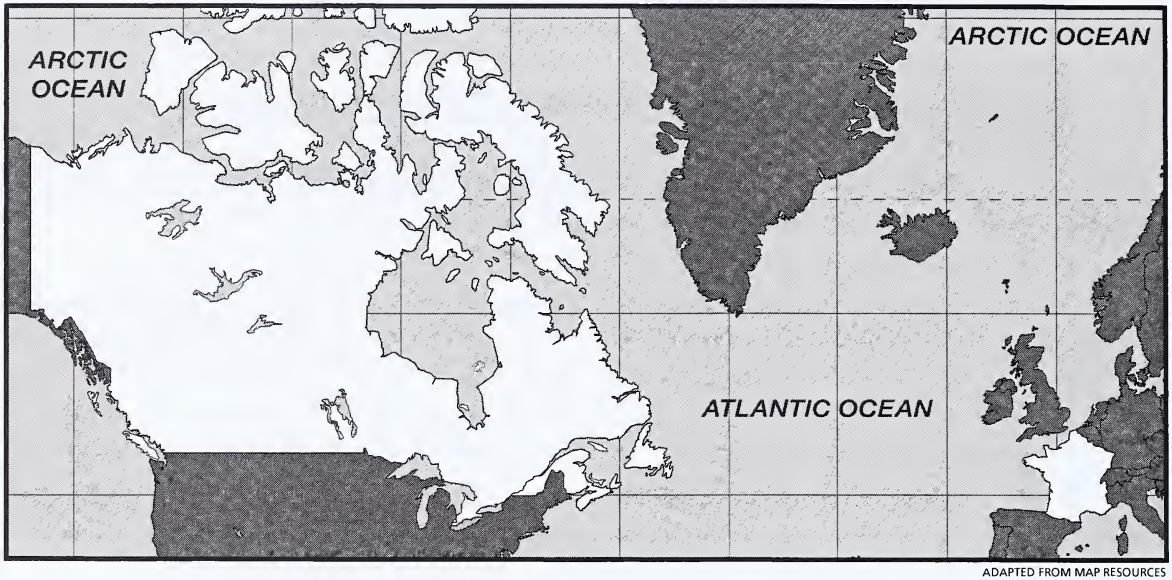
Chapter 5 Assignment: A Province Rich in Resources

In your atlas, find a map of Canada to help answer the following questions.

(2)

1. On the following map, label France and Thunder Bay, Ontario. Then trace the route a ship would take to get from France to Thunder Bay, Ontario. Use a green pencil crayon.



ADAPTED FROM MAP RESOURCES

(4)

2. List four Canadian cities the ship would pass along the way.

_____ _____

_____ _____

(4)

3. Once the ship reaches Canada, it can enter the Gulf of _____.

It then follows the _____ Seaway as far as Lake

_____. This route is called the _____.

(10) 4. Québec is a province rich in resources. In this chapter you learned that these resources are used in various ways. Using the information in the chapter, fill in the following chart with the various uses or products for each resource.

Natural Resources		
Water	**Forests**	**Minerals and Metals**
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.		
8.		

Turn to Chapter 6 in the Module 3 Student Module Booklet.

15

Chapter 7 Assignment: The Boundless Canadian Shield

In Chapter 7 you learned about the vegetation regions of Québec.

1. Use the map of Québec below to do the following questions.

(1) a. Colour the largest vegetation region blue. Print its name on the line below.

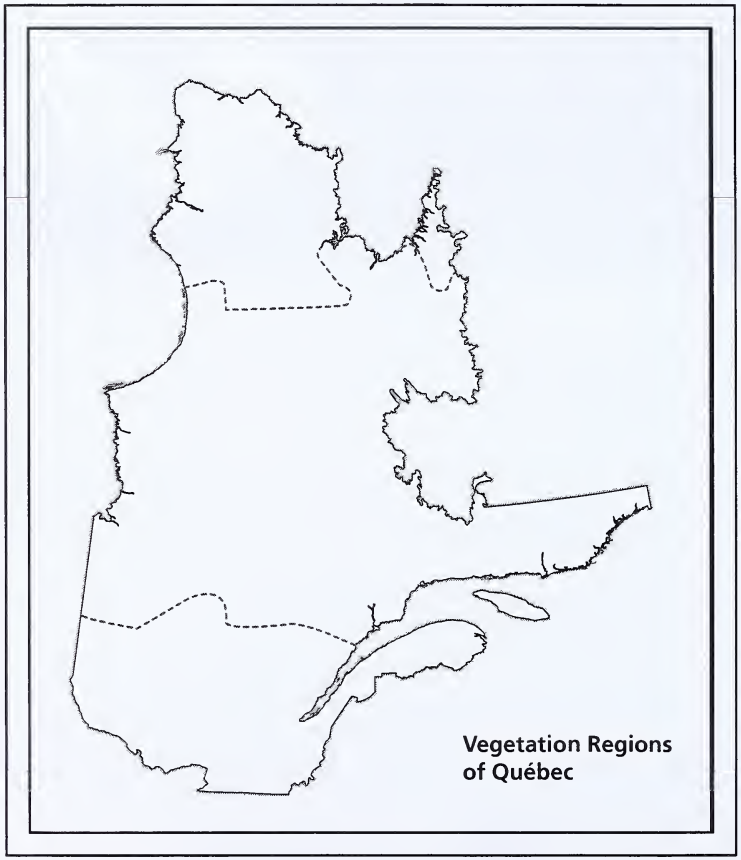
_____

(1) b. Colour the smallest vegetation region orange. Print its name on the line below.

_____

(1) c. Colour the third vegetation region green. Print its name on the line below.

_____



ADAPTED FROM MAP RESOURCES

2. Refer to chapters 5, 6, and 7 in the Student Module Booklet and the Grade 5 Social Studies Multimedia CD 1. Select "General Reference," and find the segment titled "Georgraphic Regions of Canada" to complete the following questions.

Select two of the three geographic regions found in Québec to compare by completing the following comparison chart. Use point form to enter the physical features of each region. Begin by filling in the names of the two regions you chose.

(2) a. _____ Region and _____ Region

(8) b.

Comparison Chart

	Physical Features	

(1) c. Give one similarity in physical features between these two geographic regions.

_____

(1) d. Give one difference in physical features between these two geographic regions.

_____

Turn to Chapter 8 in the Module 3 Student Module Booklet.

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